

DOCUMENT RESUME

ED 069 601

SP 005 897

TITLE Voluntary Opportunities for Inspiring Coordinators
for Education. Annual Report.
INSTITUTION Washington Technical Inst., Washington, D.C.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau
of Educational Personnel Development.
BUREAU NO Proj-008011
PUB DATE Jun 71
GRANT OEG-0-70-4220 (725)
NOTE 71p.
EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS *Educational Coordination; *Instructor Coordinators;
*Program Development; *Volunteers; *Volunteer
Training
IDENTIFIERS Project VOICE

ABSTRACT

This document provides a conceptual framework and programs structure that encompasses a training program for coordinators of volunteers with special emphasis on tutorial services within the public school and junior college environment. The project design includes program objectives, criteria for solving the problem, procedures, supportive services plan, and a followup of participants and results. Further emphasis is placed on methods utilized in the training programs, program evaluation, conclusions, and recommendations. A bibliography and appendixes of related program material are included. (MJM)

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VOLUNTARY OPPORTUNITIES FOR INSPIRING
COORDINATORS FOR EDUCATION

THROUGH

TRAINING - WORKSHOPS - PUBLICATIONS



Project Report, 1971

ED 069601

ANNUAL REPORT

Project No. 008011

Grant No. OEG-0-70-4220(725)

RESEARCH & DEVELOPMENT DIVISION
WASHINGTON TECHNICAL INSTITUTE
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VOLUNTARY OPPORTUNITIES FOR INSPIRING COORDINATORS
FOR EDUCATION

JUNE 30, 1971

Volunteers in Education, B.E.P.D.
United States Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

FOREWORD

The purpose of this document is to disseminate to the educational community a conceptual framework and program structure that encompasses a training program for coordinators of volunteers with special emphasis on tutorial services within the public school and junior college environment.

Underlying the work of the "Right to Read" Conference sponsored by Washington Technical Institute and funded through the Office of Education, was the expressed need on the part of educators for a vehicle for acquiring competently trained volunteers to assist with the learning process. Project VOICE reflects a major response on the part of the Bureau of Education Personnel Development of the U. S. Office of Education to the need for staff development of volunteers.

Consistently, Project VOICE has planned and coordinated its efforts with that of other school volunteer and community agencies both within and outside the District of Columbia. Acknowledgements for such cooperation are due specifically to the:

Public Schools of the District of Columbia
Urban Services Corps
Macfarland Junior High School
Office of Supervising Director of English
Innovation Team
Seaton Elementary School

Volunteer Coordinator's Office, Cleveland Ohio Public School

District of Columbia Public Library

National Reading Council

Program staff support from the Academic Affairs Division of the Institute included, Department Chairmen, Developmental faculty and the Media staff of the Instructional Resources Center.

Irene C. Hypps, Ph.D.
Director, Project VOICE

Project VOICE

ANNUAL REPORT

Project No. 008011

Grant No. OEG-0-70-4220(725)

The Development, Operation and Evaluation of a
Training Program

for

Coordinators of Volunteers in Education

and a

Publication Service for Volunteer Programs

Washington Technical Institute
Washington, D.C.

June 30, 1971

The project reported herein was performed pursuant to a grant from the United States Office of Education, Volunteers in Education, B.E.P.D. Points of view or opinions stated do not, however, necessarily represent the official position or policy of the United States Office of Education or the Washington Technical Institute.

ANNUAL REPORT
PROJECT VOICE

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SUMMARY

Project VOICE was funded to provide a career ladder for volunteers in education and to increase the productivity of volunteer services in education settings. Coordinator training programs with stipends for trainees was the vehicle used to achieve these goals. Lectures, demonstrations, role playing, discussion, various audio and visual media, problem solving, a supervised practicum and field trips constituted the major methodologies. Tutorial skills in basic mathematics and reading were emphasized.

Trainees who registered as Washington Technical Institute students received three hour credits per quarter. Each of the quarter courses was based on behavioral objectives that made the ongoing evaluative process a factual assessment both of the activities and outcome.

A volunteer tutorial service was maintained by three coordinator trainees for Washington Technical Institute who had mediation needs in basic subjects. A total of eighty-one volunteers tutored one hundred twenty-five students.

Workshops of a geographical regional nature constituted the other chief component of the program. One in the Washington, D.C. Metropolitan Area was designed for administrators and supervisors on the "Role of the Coordinator". The other at Cleveland, Ohio served the 5th Region U. S. Office of Education, addressed itself more broadly to important aspects of the "Role of Volunteers in Education".

Project VOICE now encompasses the recent development of Project PRINT as a publication channel for volunteers in education. The main organ, Volunteer Viewpoints, is a newsletter that is issued bi-monthly and distributed nationally. Other types of publication are scheduled.

I. INTRODUCTION

Washington Technical Institute's sense of responsibility is not limited to its physical location in the District of Columbia. Rather as a leader in the field of technical education on the junior college level it has been in the forefront of the volunteers-in-education movement. This implies a concern for students to have acquired a sound base in the use of educational tools among which reading and computation are essential skills.

The practical application of such a point of view calls for creative efforts to turn ideas into works. Washington Technical Institute took a large step forward in this direction when it sponsored a National Workshop on "The Right To Read" in the District of Columbia, March 30 - 31, 1971. Interested persons in education, government, business and industry attended. Among the most significant topics that emerged was that of the need for volunteers to help school systems and educational institutions provide the opportunities for every student, in need of mediation, to acquire and strengthen his basic learning skills.

Thoughtful analysis of educational expansion through the increased use of volunteers, poses the problems both of training and coordination. It was out of this situation that the role of a coordinator of volunteers developed and has become a functioning position, both paid and unpaid, in many school systems and other educational settings.

Washington Technical Institute joined the vanguard by designing a proposal for Project VOICE (Voluntary Opportunities for Inspiring Coordinators for Education). This proposal was funded under the Educational Professions Development Act by the United States Office of Education to begin July 1, 1970 with official liaison through its Office of Volunteers in Education.

Project VOICE came into actual existence with the appointment of a director and, at subsequent intervals, an administrative secretary and two half-time assistant directors. This small staff of three actual positions had the responsibility of developing a training program, recruiting trainees and conducting the training program.

Decisions were made to set up an Advisory Committee which would contribute to all phases of planning, and to secure an outside evaluative agency to begin its evaluation study with the initial planning of the VOICE program.

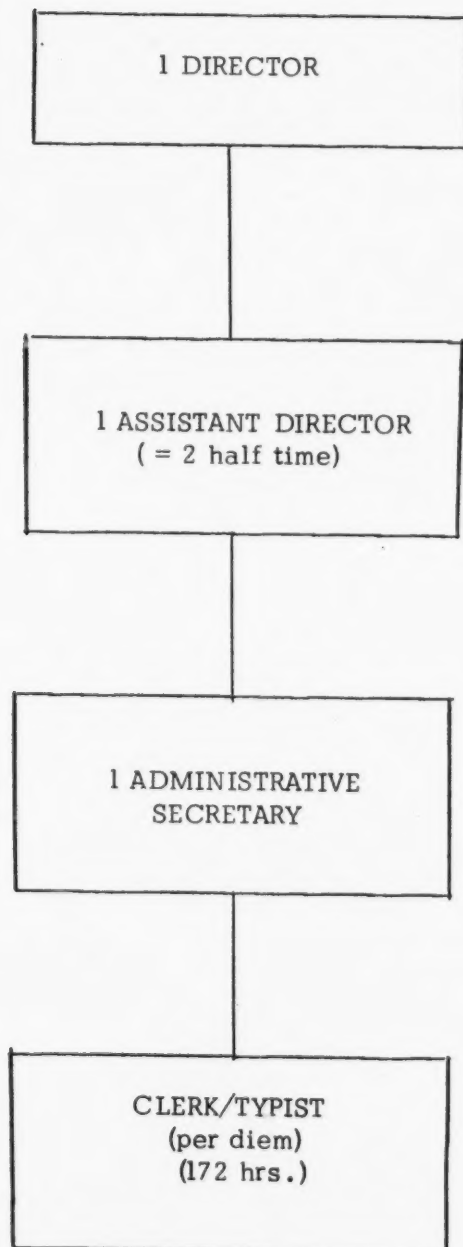
The Advisory Committee consisted of fourteen (14) persons drawn from both professionals and paraprofessionals. Among the latter were two neighborhood school aides and a volunteer coordinator of school volunteers. All steps in the planning phase of the training program were screened and reacted to in the combined staff and advisory committee group. These included the behavioral objectives, criteria for trainees, instructional materials, methodology, media and coordination with cooperating agencies.

Although the general objectives of Project VOICE looked toward the over-all goal of producing trained coordinators of volunteers for education, the objectives for the actual training program were expressed in behavioral terms. This was done for two reasons: (1) as a practical performance guide for the trainers and trainees, and (2) as a basis for continuing evaluation of the training process and outcomes. Behavioral objectives were constructed to correspond to the units of work in the curriculum for Course No. Ed. T.C. 270. These were worded in terms of what trainees would be expected to do successfully at every stage of the training program.

The first training program was designed as a survey of the skills essential in coordinating a volunteer-in-education program. The second quarter course comprised tutoring skills in basic mathematics and reading. This sequence established the direction for a training cycle of four quarters which eventually might be developed by Project VOICE and ultimately incorporated by Washington Technical Institute as a curriculum offering in Urban Services or other appropriate program.

Related research in the field of training coordinators of volunteers for education is non-existent. This position title has only recently been adopted. Various cities have issued training handbooks but there has been no research per se. The Center for a Voluntary Society conducted a Laboratory Conference for Administrators, Supervisors and Coordinators of Volunteers at which some papers were produced. However, they were general in application and not focused on volunteers in education.

VOICE Staff Organization Chart 1970 - 71



It is logical to expect that in line with the current trend, some research in this special area will be undertaken and findings reported.

A July 1971 funded research endeavor "Project Upswing" is to be carried out by four universities in cooperation with four public school systems to determine if the use of trained volunteers improves the achievement of children with minimal learning disabilities. Such a study may set a pattern for a similar investigation to determine if the utilization of trained coordinators improves the quality of volunteer programs in education. Project VOICE may attempt an inquiry from some limited data that can be gathered from a few District of Columbia Public Schools where such a comparative study might be made.

Before behavioral objectives were developed it was thought necessary that a job analysis be made in order to know what performance outcomes should be expected. The following tentative job analysis of coordinator of volunteers was worked out for coordinator-trainees in the VOICE program.

The Coordinator will:

Confer with person in charge of cooperating agency on volunteer and/or aide need and on specific knowledges and skills required:

- Level of reading instruction (grade?, age?)
- Time service desired
- Duration of service
- Special problems involved
- Outcomes desired

Recruit volunteers according to services specified:

- Secure leads from other cooperating volunteer agencies
- Send letters to community organizations and churches
- Make individual inquiries among parents. Send check list of services needed and hours with letter of cordial invitation home by children in the school

Recruit volunteers according to services specified: (Cont'd)

- Attend community and other logical meetings to meet people and make service needs known
- Prepare spot radio and TV announcements
- Speak to groups. Contact college and universities
- Set up or join in neighborhood or city-wide volunteer campaign

- Make up information sheet for each type of service wanted
- Assign volunteers to situation where they best match the needs
- Develop volunteer and/or aide schedule for official approval
- Develop information card file on regular volunteers and substitute volunteers and/or aides
- Orient volunteers and/or aides about the school, the needs, the staff, the plans
- Request meeting of principal to introduce them to school staff
- Secure necessary supplies and/or equipment for volunteers and/or aides and be responsible for their use and inventory
- Train volunteers and/or aides in specific duties and in maintaining good human relations
- Assign volunteers and/or aides to stations with official approval
- Set up time sheets and report time records to proper authority at stated dates
- Follow up on absentees and causes of absence. Make whatever adjustments that may remove cause for further absence
- Secure substitutes well in advance if they will be needed

Make spot observation of assigned stations to observe:

- Any problem in schedules or in interpersonal relations
- Any adjustments in physical facilities or materials that can be made practically to improve the services
- Special talents or weaknesses of volunteers and/or aides

- Hold weekly or bi-weekly conferences of volunteers and/or aides to discuss services and ideas
- Ask official in charge to keep you informed of strong and weak points on the service rendered or any problems
- Hold individual conferences on any problems that are of sufficient importance.

Develop with volunteers and/or aides criteria for self-rating and circulate information about opportunities for personal growth

Have suggestion box for improvement of services or extensions or new services

Confer periodically with official in charge of cooperating agency and ask to attend staff meetings to keep informed on school or agency's program

Keep volunteer recruitment current and share information with other coordinators if not needed by your center

Should you become ill or otherwise unable to be on duty, notify the official in charge as soon as possible. Ask volunteers to do likewise in notifying you

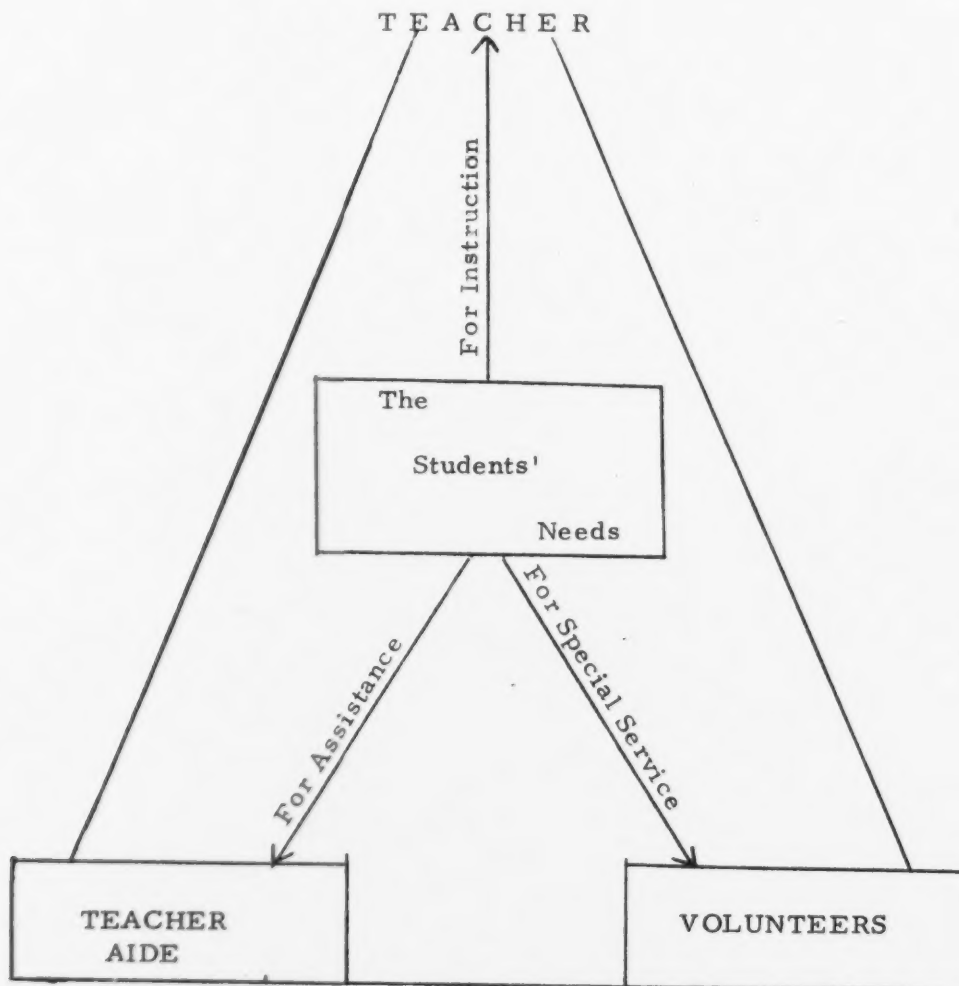
Exemplify through your own attitude, self-imposed standards and efficiency in operation and consistently good interpersonal relations, the kind of model which you would like for volunteers and/or aides to adopt or adapt in performance of their duties.

One primary value of the tentative job analysis was that it furnished leads for identifying what performance skills were necessary to include in the behavioral objectives. A second value was that it served as a guide for constructing the training program. Skill areas were identified and required methodologies determined, instructional materials prepared, and instructional personnel secured.

A third use was to supply information to both the coordinator-trainees and the principals of cooperating schools at which they were assigned for supervised field practice. The recognition that this job description was theoretical did not detract from its practical uses. What it contained was such a complete itemization of possible tasks that various selections and adaptations could be made to fit particular work situations.

Information given in the first training session acquainted the coordinator-trainees with the Project VOICE design, the tentative job analysis and stressed the fact that their achievement would be judged by the actual accomplishment of each of the behavioral objectives listed in their course outline.

DIAGRAM OF TEAM-PARTNER RELATIONSHIP



Team-Partner Process

Consultation: This means talking together to identify pupil's problems, analyze the causes, suggest ways of meeting the pupil's indicated needs, decide who will do what, when and how, share "feed back" on what happens, revise plans if necessary, continue process until pupil progress or adjustment is satisfactory to the team-partner, share this information with the parents, set up and maintain conditions that will continue to support pupil's progress or adjustment.

II. PROJECT DESIGN

Objectives

The wording of the objectives for the first quarter course anticipated major learning activities in which trainees would engage that could be documented. Correspondingly, checks were devised by which achievement of the objectives could be verified. The following five objectives could be verified:

The trainee should acquire techniques for recruiting volunteers and recruit successfully a minimum of two volunteers for the Project VOICE program

The trainee-coordinator should be able to state two differences between four different methods of reading instruction, and describe one of these methods in a simulated volunteer interview in terms that the volunteer can repeat satisfactorily

The trainee-coordinator should be able to interpret the instructions and complete accurately all practice forms and records pertaining to volunteers and school aides that are required in the training program

The trainee-coordinator should be able to use transactional analysis in identifying levels of communication between persons and to demonstrate this model in the training situation

The trainee-coordinator should demonstrate in training and supervised field performance appropriate speech, listening skills, problem solving skills and creativity in producing and/or utilizing learning materials



TRAINEES,
STAFF AND
FIELD TRIPS



II. PROJECT DESIGN

Objectives (Con't)

The trainee must involve at least two pertinent school and two related community resources in the carrying out of her assignments in the training program and/or supervised field practice.

Course objectives for the second quarter course No. Ed. T.C. 271 in "Basic Educational Tutoring" had as the general purpose the equipping of the trainees with methods that coordinators may use in schools to train the volunteer tutors. These primarily, were in the subjects of basic mathematics and reading. Course objectives again were stated in terms of expected behaviors as follows:

Perform instruction in mathematics and reading in a school tutoring situation

Utilize a variety of methods of tutorial work in basic mathematics and reading skills on various grade levels

Develop a flexible program of tutoring instruction for basic education skills

Give demonstrations of tutoring in class

Develop methods of understanding and identify the behavior of basic tutoring cases in a normal school setting

Discuss and interpret mathematics and reading disabilities and their causes

Analyze and evaluate basic education skills in mathematics and reading and be able to write adequate reports related to tutoring

Acquire skills and interpret written reports of formal and informal tests of mathematics and reading

TUTORING PRACTICUM



Reading tutoring practicum at Macfarland Junior High School

II. PROJECT DESIGN

Objectives (Cont'd)

Acquire and demonstrate skills in training other volunteer trainees in a Volunteer Tutoring Program

Acquire and demonstrate skills in coordinating a volunteer tutoring program

Develop and demonstrate skills and techniques in coordinating with administrative and teaching personnel in relation to the VOICE volunteer tutoring program.

Problems to be Solved

Another way of looking at the behavioral objectives is that of problems to be solved by the trainees. Training theory and demonstrations gave the "how to do" but the problems lay in assisting the trainees to acquire the specified coordinating skills.

In the first quarter of training the time allotment permitted the designated minimum amount of skill development. In the second quarter training for tutoring skills, discussion time after the practicum was too short to provide instructional attention to some of the problems that were encountered in the tutoring by trainees. An adjustment had to be made by continuing discussion as the first part of the next training sessions.

Criteria for Solving the Problem

Performance standards against which the effectiveness of Project VOICE were tested are several types:

1. at stated intervals within the training program during the first quarter, officially documented report forms were required from trainees on accomplishment of the behavioral objectives as well as demonstrated activities
2. attendance and maintenance of enrollment were considered as evidence of effectiveness. The few trainees who withdrew did so due to changes in personal circumstances and not because of the program.

Table I

Project VOICE Statistics
Washington Technical Institute 1970-1971

Quarter	Coordinators	Volunteer-Tutors	Tutees	Subjects
1	4	16	54	Business Admn. Drafting English History
2	3	21	72	Mathematics: Basic Technical
3	3	16	62	Physics Reading
Totals:	4	37	140	

NOTE: These totals represent the maximum numbers of persons who were involved throughout the three (3) quarters.

Table II

Project VOICE Statistics
D. C. Public Schools

Phase	Coordinators	Volunteer-Tutors	Tutees	Subjects
I	30	218	361	Reading Mathematics
II	31	190	50 *	Mathematics Reading
			325	Mathematics Reading
Totals:	51	408	736	

* NOTE: This figure represents only the number of Macfarland Junior High School Students who participated in the supervised practicum of the Phase II Training Program.

II. PROJECT DESIGN

Criteria for Solving the Problem (Cont'd)

3. field observations of trainees by project staff were recorded on a form and recommendations made for any needed improvements in performance. These were used for conferences with trainees and cooperating agencies
4. self-evaluation check lists were filled in by trainees at the beginning of the course of instruction and again at the end. Comparison of items showed an obvious growth pattern for almost every trainee
5. trainees responded to a VOICE questionnaire that asked them to evaluate the course and suggest what else should be included in any subsequent training programs
6. concurrent evaluation studies were a part of the project design. Regular feed-back from an outside evaluator and final evaluation reports assessed the results of the training program as compared with the objectives
7. a similar type of evaluation was followed for the VOICE area and regional workshops sponsored by the Washington Technical Institute. Non-staff evaluators were contracted who worked with an evaluation committee composed of VOICE coordinator-trainees, staff members, and a representative of the Office of Volunteers in Education, EPDA, H.E.W.
8. students at the Washington Technical Institute who have received tutorial assistance through volunteer tutors recruited by Project VOICE, have been asked to evaluate the service. Too few responses have been received so far to draw valid conclusions. The survey is continuing.
9. the fact that Project VOICE was continued for a fiscal year 1971-72 implies that it demonstrated program success sufficiently to justify this funding
10. awards received by Project VOICE from one District of Columbia educational association and several public schools attest to their valuing of its effectiveness. In addition, faculty members at Washington Technical Institute have expressed to the Dean their appreciation of VOICE tutorial services for Washington Technical

II. PROJECT DESIGN

Criteria for Solving the Problem (Cont'd)

Institute students and cited that many students were substantially helped to improve their academic achievement.

Procedures

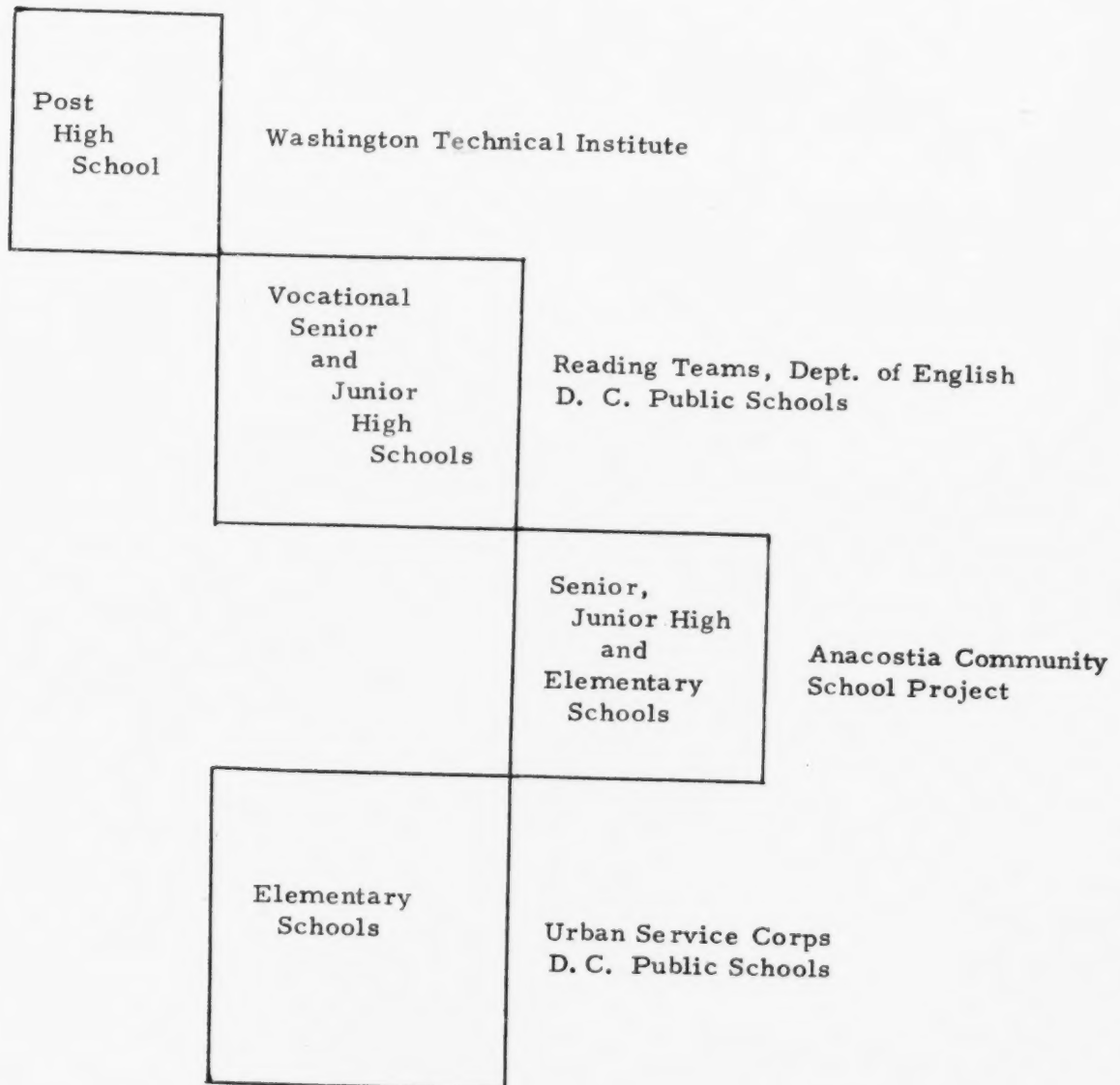
Recruitment was done by inviting principals in the District of Columbia Public Schools, the Health and Welfare Council, United Planning Organization and the Anacostia School Community Project to recommend and refer potential enrolees. Each of these agencies was furnished with a capsule description of the Project and a training time schedule. A city-wide volunteer recruitment meeting was arranged at Washington Technical Institute for the Urban Service Corps of the D.C. Public Schools at which Project VOICE also registered applicants for its training program.

Criteria for enrollment included; 1) interest in coordinating a volunteer program, 2) three months or more active participation as a volunteer, 3) current involvement in an on-going volunteer program, 4) high school diploma or equivalent (G.E.D.), 5) 21 years of age or older and 6) reputation for good human relations.

The VOICE first training program was designed originally to serve thirty enrolees. Recruitment through referrals from the principals and the community-school organizations totaled forty-one applicants to be screened. Of these, twenty-nine who fully met the criteria were accepted and eight through waiver of one of the criteria. This was done, with official approval, to accommodate the Anacostia Community School Project. Among the enrolees, four registered for course credit at the Washington Technical Institute.

For the second quarter training program no waivers in criteria were allowed but official approval was secured to lower the entrance age from 21 years to 18 years. Twenty-eight applicants were accepted, one withdrew because she received employment, another because of injuries in an automobile accident and the other because she failed to meet the criteria. Twenty-five completed that training program although none registered with Washington Technical Institute for course credits.

PHASE I
SCHOOL LEVELS COVERED BY VOICE TRAINEES
IN PROPOSED ORGANIZATION



II. PROJECT DESIGN

Procedures (Cont'd)

VOICE trainee registration lists were furnished to the Urban Service Corps in order that when stipends were over, trainees who had completed the program might serve in the public schools as volunteer coordinators. Registration forms for the VOICE training program of all coordinator-trainees are on file at Washington Technical Institute in the Office of the Registrar.

Certificates for completion of the VOICE training program were awarded at the end of each course. These bore the official signatures of the President and Dean of Washington Technical Institute as well as that of the Project Director.

Procedures for organization and operation of the workshops consisted of physical and program arrangements, of publicity for securing registration of participants, staffing discussion groups and securing and duplicating exhibit materials. A corresponding activity was that of on-going program evaluation and report.

Supportive Services Plan

Counseling

Group counseling was worked into the VOICE training schedule to be supplemented by individual counseling in relation to practicum and field practice. Discussion periods after theory presentations and demonstrations provided spring boards for group counseling. Particular course topics lent themselves admirably to this type of counseling approach.

After training sessions the trainees were able to receive individual counseling on request. Planned individual counseling occurred in an informal manner during practicum sessions. This was an outgrowth of the instructors' observations and coordinator-trainees experience with problems of tutoring and/or human relations.

Formal counseling was planned to accompany staff field visits to trainees at the schools in which they were assigned for supervised practice. Such counseling was done at the end of each staff visit.

Vocational counseling was written into the training program. It also constituted a continuing part of the follow-up.

II. PROJECT DESIGN

Supportive Services Plan (Cont'd)

Educational Plan

As previously detailed the educational plan of Project VOICE initially was confined to the training of coordinators of volunteers for education. Later this plan was expanded to conduct workshops as a larger form of education in the volunteer field. More recently a second expansion occurred through the addition of "Project PRINT" as an extension of education through Washington Technical Institute on the national volunteer level.

The original phase (coordinator training) of this broadened educational plan was completed for the fiscal year 1970-71 by conducting two quarters of coordinator training for a total of sixty-two trainees who were screened from among sixty-nine applicants.

The workshop phase was two-thirds completed through the Washington, D.C. Metropolitan Area Workshop conducted February 27, 1971 at which there were one hundred and fifteen participants, and the Fifth Region, Office of Education six-state (Illinois, Indiana, Michigan, Minnesota, Ohio and Wisconsin) held at Cleveland, Ohio March 18 - 20, 1971. In addition to some guests who attended but did not register two hundred and sixty-nine persons registered in Cleveland. They are representative of twenty-two states and eighty cities.

A third workshop was planned for the Fourth Region, Office of Education, and was scheduled to be held in Atlanta, Georgia. This did not occur, due to vacancies in the position both of the director of volunteers in education on the local Atlanta and Georgia state levels. An agreement was reached to postpone that regional workshop until the fall of 1971.

Another portion of the Project VOICE original proposal states that a Coordinator Training Handbook would be written. All of the handbook material has been assembled but because of program expansions without any corresponding increases in staff, it has not been physically possible to do the final writing and editing. Currently the outlook is that with an anticipated addition to staff on July 1, 1971 production of the handbook will be resumed.

PROJECT VOICE WORKSHOP SESSIONS



Mayor Stokes of Cleveland welcoming 5th Region VOICE Workshop at luncheon session.



D.C. Metropolitan Area Workshop buzz groups



D.C. Metropolitan Area Workshop buzz groups



VOICE Workshop staff



Trainees at Regional Mathematics Conference. Courtesy of Hope Math Games, Inc.

II. PROJECT DESIGN

Supportive Services Plan

Educational Plan (Cont'd)

Project PRINT plan lists seven different publications to be released but at no specific dates except for the newsletter, Volunteer Viewpoints. Two issues of the newsletter have come off the press and a third is in process of production. A printed recruitment brochure, Be a Volunteer in Education, has been widely distributed and five other publications are scheduled. These include: a Training Technique Manual, Research on Legislation, A Volunteer ABC's booklet, an Exemplary Volunteer Program and a Directory.

Skills Development Plan

The reason that a practicum was introduced into the second quarter training program for the coordinators was to strengthen the skills needed in their responsibility for orienting and assisting volunteer tutors in the schools. The Macfarland Junior High School was secured for the training site and the schedule arranged so that theory classes in tutoring for reading and basic mathematics immediately were followed up by an instructor-supervised practicum in each of these subjects. Students at Macfarland, in need of mediation were assigned to trainees for individual tutoring in the practicum.

A further effort of skills development characterized the supervised field practice of coordinator-trainees in the schools. As each school situation was an individual one this produced no specific uniformity in the trainees' experience. However, most of the skills required were put to use in many of the schools and all in a few school situations.

Skill development in communication and record keeping came through an occasional special opportunity from which selected trainees gained additional practice. Selections were made on the basis of their performance records and personal availability.

Job Development and Placement Plan

Job development and placement was handled both indirectly and directly within the VOICE overall plan. As there were

II. PROJECT DESIGN

Supportive Services Plan

Job Development and Placement Plan (Cont'd)

no paid positions for coordinators of volunteers for education in the District of Columbia the concept of such services had to be developed. This was done through individual conferences with personnel and other officials and highlighted at the Washington Metropolitan Area Workshop for administrators and supervisors.

Directly, the Washington Technical Institute Student Affairs Director met with the coordinator-trainees and supplied them with job standards, procedures, and application sources. One of the Assistant Directors of Project VOICE kept in periodic contact with personnel officers in the local public schools and in other educational institutions. Through her efforts six trainees received job placements and two others are pending appointment. Three trainees are being placed as coordinators for the National Reading Center's Summer Workshops, and two trainees are to become employed on July 1 as part-time members of the Project VOICE staff. This makes a total of thirteen placements.

An honorary appointment of one trainee is noteworthy. This is as a member, through VOICE recommendation, of the Steering Committee of the National Reading Council.

Follow-up

Participant Follow-up and Results

Project VOICE staff urged all coordinator-trainees to continue their services in the schools on a volunteer basis after training course stipends ceased. A follow-up survey revealed that only three trainees were unable to comply with this request.

Individual contacts with trainees have been made by telephone and in person about prospective job opportunities and other training resources for further growth. Materials have been supplied on request for some of their volunteer coordinator activities.

II. PROJECT DESIGN

Follow-up

Participant Follow-up and Results (Cont'd)

Invitations were extended by Project VOICE to all former trainees to attend a workshop sponsored by the D.C. Public Schools and the U.S. Department of the Interior at Camp Round Meadow, Catocin Mountain National Park in Maryland. Eleven of the former trainees accepted this invitation and went with one of the VOICE assistant directors to this event. Two others subsequently participated in a Workshop for Volunteers at the U. S. Department of Labor. Two were named as resource persons and sent to the Fifth Region Workshop in Cleveland, and one given the opportunity of attending a week's workshop in Boston, Massachusetts for Teaching English as a Second Language. Follow-up contacts will be continued through the fall of 1971 until the next groups of VOICE trainees complete their training.

Follow-up on the Washington Metropolitan Area Workshop participants has been done through some individual conferences and meetings with D. C. Public School Staff Development officials and a planning committee of principals for utilizing Project VOICE in their summer training program.

An agreement has been reached with this committee to refer applicants for VOICE training from neighborhood areas that serve several schools.

Fifth Regional Workshop follow-up of participants has been by some correspondence. A report of the Workshop is to be mailed to everyone who registered. All registrants' names have been added to the Volunteer Viewpoints mailing list.

III. METHODS

A variety of methods was utilized in the VOICE training programs. In the first quarter course on coordinating skills these included:

<u>Method</u>	<u>Number of Times</u>
games - demonstration and participation	3
panel presentations	2
role playing	3
communication demonstrations	2
recordings, filmstrips, movies, video	5
lectures and discussion	6
field trips	4
mathematics demonstrations	2
reading methods demonstration	5
field observations	35

Methods appropriate to the second quarter training for tutoring in basic subjects were limited to those contributing to this type of skill. Lectures, demonstrations, the use of multi-media, including video, supervised practice, field observation, and a field trip for trainee participation in a mathematics regional conference constituted the group instructional pattern.

IV. PROGRAM EVALUATION

It has been the policy of Project VOICE to regard evaluation as an integral part of program planning and conduct. Therefore, it has not been functionally separate and apart, but rather a continuous process with periodic oral "feed back" in addition to interim and final written evaluation reports.

The first major activity of VOICE was the coordinator-training program Phase I given during the fall quarter of 1970 at the Washington Technical Institute. The outside agency contracted for its evaluation was the Educational Studies Department of the Washington School of Psychiatry. Excerpts from its final report, January 20, 1971, follow:

"II Evaluation Procedures

1. Familiarization with the Project: reviewed project plans; attended and participated in planning sessions; consulted with Project Director on objectives of the Project.
2. Prepared and administered to Project participants an instrument intended to assess information and knowledge gained during the Project. Results of the administration of the instrument at the beginning of the Project were made available to the Project Director for use in further planning.
3. Conducted an interview with a 20 percent sample of participants at the end of the full week of course work; results were provided to the Project Director.
4. Observed two subsequent course periods at Washington Technical Institute.
5. Near the end of Phase I, visited a stratified sample of schools in which coordinators worked. Sample included five elementary schools, a junior high school, a senior high school, and Washington Technical Institute. Interviewed principals, and, to the extent possible, teachers who had had a volunteer obtained by the Coordinator.

IV. PROGRAM EVALUATION

"II Evaluation Procedures (Cont'd)

6. Administered, through the Project Director, the instrument used at the beginning of the Project. To this was added five evaluative items intended to evoke opinions and suggestions from the Coordinators.

7. Obtained from Project records some background characteristics of participants (age, sex, education, previous recent volunteer activity).

8. Reviewed VOICE Field Practice Observation Reports.

9. Reviewed Project VOICE survey reports of 2, November, 1970.

Much has been learned from the experience of Phase I. The highly positive evaluations of the project by the participants speak for themselves. The overall conclusion is that the Project did well what it set out to do."

An interim evaluation report was issued during the second quarter coordinator-training program for formative feedback. It was designed to find out what VOICE trainees actually were doing in their supervised field practice, and how participants viewed the training and field work aspects of the project. Results are contained in this excerpt:

"Based on the information gathered, it appears that one major difficulty is the varied training needs of the volunteers. Some participants seem to need more subject area background than others. Therefore, it would seem that for the future, a more homogeneous group of volunteers would permit the design to meet the needs of most if not all participants.

Another problem area seems to be, from tutor

IV. PROGRAM EVALUATION

reports of field difficulties, a lack of a clear understanding -- among teachers and school administration -- of what Project VOICE is and what VOICE tutor roles are.

In addition, even where administrators have a clear understanding of what Project VOICE is, there is an added need to make certain this understanding is communicated to all teaching staff."

In response to these suggestions Project VOICE has planned its 1971 summer training program in two sections; one for coordinators for elementary schools, and another section for secondary schools and Washington Technical Institute coordinators. This will introduce a degree of homogeneity.

In order to clarify Project VOICE's goals and to expand the concept of a coordinator of volunteers in education, a Washington Metropolitan Area Workshop was held. Invitations were extended to administrators, supervisors and coordinators of school volunteers.

The evaluation of the Workshop was made by Educational Improvement Services, Inc. A summary of the findings indicates that:

"There is a need for this type of workshop for volunteers in education. The data reveal that the workshop served the most useful purposes, according to the responding participants, of accomplishing the following:

1. The workshop gave the participants an experience in which they were able to exchange ideas through small group interaction
2. The workshop presented the opportunity to develop new concepts related to the

IV. PROGRAM EVALUATION

2. (Cont'd)

various aspects of volunteer work in education

3. The workshop served to clarify for the participants what a volunteer program such as Project VOICE is and does

4. The workshop presented points of view of various speakers and resource personnel that were helpful in developing understanding of the roles of coordinators, volunteers, school personnel, tutees, and related areas of education

5. The workshop was presented in a well structured and organized manner that accomplished its aims and goals in terms of an educational volunteer program."

An evaluation of the coordinator training during the second quarter (1971) was made by General Learning Corporation. Observations in addition to the interim report are that:

"From our field observations it is evident that across schools the project is in several different stages of implementation. Phase I participants, for example, perform several coordinating functions other than tutoring, while Phase II participants tend to concentrate on tutoring.

The above raises the question of when implementation of both phases is expected in all schools. Also, implementation procedures must be tailored to fit the particular needs of each school. Perhaps it would be beneficial for the VOICE staff to establish a mechanism which permits participants to share successful techniques and strategies."

IV. PROGRAM EVALUATION

Evaluation of the Fifth Region, Office of Education, H.E.W. workshop held in Cleveland, Ohio was done by a VOICE committee under the chairmanship of an outside consultant assisted by three faculty members of Purdue University. Evaluations were made of the general program and of the discussion sessions. The most important outcome is in the committee's specific suggestions for future workshop planning based on the data gathered from participants.

Some specific suggestions were:

- "1. Provide more space and designated time for participants to fill in the general evaluation form
2. Provide discussion group chairmen with a set of suggested directions for bringing out and meeting the group's needs
3. Ask resource persons to be prepared on particular sub-topics and to bring illustrative materials
4. On advance registration forms, invite discussion topics to be submitted in addition to listing a possible few for indications of interest in attending. Leave one or two groups open to be formed from the replies
5. Make a definite format for the discussion group reports to be informative and interesting when given at the workshop reporting sessions
6. Include youth on program planning advisory committee
7. Recanvass number of participants for school tours after workshop begins in order to limit buses and other expense items to actual size of tour group
8. Either hold an evening session or extend the hours of the Saturday sessions to afford more time for the discussion groups and to increase the Saturday attendance at all general sessions
9. Devise some specific attractions for the social event in addition to its being just a "get together"
10. Engage a workshop public relations specialist as a consultant to obtain advance and current workshop releases to the press

IV. PROGRAM EVALUATION

Some specific suggestions were: (Cont'd)

11. Include in the evaluation measures items which will help dig out the reasons for any low ratings or negative reactions
12. Decide on what practical purposes an evaluation is to serve before evaluating, as this helps structure the kinds and organization of the evaluative measures to be used."

Project VOICE staff has and will incorporate as much information from these various evaluation sources as is possible to strengthen program designs and operation. Fundamentally this is perceived as the underlying purpose of the evaluation process which will continue to be incorporated as an ongoing component of Project VOICE plans and activities.

V. CONCLUSIONS

On the positive side, Project VOICE developed and conducted a training program for coordinators of volunteers in education. As an initial endeavor this was reasonably successful. It also served as a learning experience in the trying out and testing of methods and instructional materials, as well as of curriculum design.

The project did discover and develop trainee talents particularly in creativity and in volunteer leadership potential. It promoted awareness of the contribution that a coordinated program of volunteers in education can make to schools and higher institutions.

VOICE workshops stimulated wide interest in the volunteers in education movement and added some conceptual clarity to the role of the coordinator.

Its volunteer tutorial program sparked by coordinator-trainees was productive from the standpoint of recruitment and investment of time, although no qualitative measures of results were obtained.

An unusual amount of commitment to voluntarism in education was evidenced in the number of non-paid hours devoted to the program by both trainees and project staff.

The tutorial program by Project VOICE coordinators at the Washington Technical Institute demonstrated the values in a one-to-one tutor relationship as a medium for the improvement of learning. The number and background of tutors recruited for service in technical subjects as well as in basic subjects has become a continuously increasing resource for students who register for tutoring help.

Participation of VOICE staff and trainees in national, regional and local volunteer events has built a climate of acceptance and appreciation for further cooperation and coordination within the volunteers for education field.

Among the less-than-positive aspects were evidences that the staff was too small numerically to have been responsible for carrying out what were expanded increases in program funding.

V. CONCLUSIONS (Cont'd)

More pre-conditioning of school and higher educational institutions on the role of a coordinator of volunteers might have improved the supervised field practice phase of coordinator training. Likewise, more staff field follow-up observations would have had possibly more impact on strengthening weak situations.

Instructional time schedules were too short to afford critical discussion of problems and alternative solutions. More training for recognition of tutee's problems would increase the coordinator's security in assisting tutors.

VOICE staff development procedures were incidental rather than planned. Although benefits accrued from these opportunities for professional growth, a definite series of staff development activities could be more readily assessed as to worth and specific work outcomes.

VI. RECOMMENDATIONS

1. Now that the feasibility of training coordinators of volunteers for education has been established through the Project VOICE program, Washington Technical Institute should give favorable consideration to incorporating a two-year curriculum for coordinators, tutorial personnel, supervisors and administrators in the planning, organization, operation and evaluation of volunteer programs. Such a curriculum should be divided into four separate but sequential courses, satisfactory completion of each leading to a certificate. Satisfactory completion of all four quarter courses would result in the award of a regular diploma. Enrollment could begin with any one course in the sequence. Suggested recommended quarter courses are:

1st Quarter - Survey of General Coordinator Skills
in a School Setting

2nd Quarter - Tutorial Skills in Basic Subjects with
Special Emphasis on Reading

3rd Quarter - Group dynamics and Volunteer Leadership Skills

4th Quarter - Coordination, Supervision, Administration
and Evaluation of Volunteer Services in
Education

It further is recommended that the 4th Quarter be scheduled for the summer session when school personnel in the District of Columbia and from other locations may find it more convenient in terms of available time to attend.

2. Project VOICE and its sponsoring institution, Washington Technical Institute, should continue to underline the need for the addition of the position of coordinator of volunteers in education. This should be done consistently through public relations channels, conferences, workshops, testimony at official school budget hearings and in cooperation with parent-teacher organizations and citizens groups. This already is a recognized, salaried staff position in many public school systems and is now a definite need in the District of Columbia.

VI. RECOMMENDATIONS

3. The Washington Technical Institute should continue to demonstrate consistent leadership by its implementation of the foregoing recommendation, i.e., the addition of a staff position for a coordinator of volunteers in education. It can find this an enriching resource for enlisting and maintaining the interest and services of the community for the benefit of its student body and for maximizing inter-relations with business, industry, the technical vocations and that of neighborhood residents through their participation in helping to meet student needs.

4. Finally, it is recommended that sponsorship of the Volunteer Viewpoints newsletter of Project PRINT, the publications segment of Project VOICE, be retained, and issued periodically as a catalytic agent to preserve Washington Technical Institute's communication network that has been developed and which contributes to its national status in the volunteer-in-education field. This should not be allowed to disappear when "seed" funding no longer underwrites the cost.

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and March 31, 1971

APPENDIX

Training Program:

First Quarter - General Coordinating Skills

Second Quarter - Tutorial Skills for Coordinators in

Reading and Basic Mathematics

WASHINGTON TECHNICAL INSTITUTE PROGRAM AREA:

RESEARCH and DEVELOPMENT

DR. CLEVELAND L. DENNARD, PRESIDENT

PROJECT STAFF:

Dr. Irene C. Hypps, Director
Mrs. Rosa Henley Jones, Assistant Director
Mr. Bernard F. Sewell, Assistant Director
Mrs. Ina McBride, Administrative Secretary
Mrs. Mary E. Carpenter, Clerk

COOPERATING AGENCIES:

District of Columbia Public Schools
Archdiocese of Washington

PROJECT VOICE TRAINING PROGRAM
for
COORDINATORS OF VOLUNTEERS AND AIDES
in
EDUCATION

INTRODUCTION

A. GENERAL PURPOSE

This training program is designed to provide the information, experiences and supervised field practice considered as basic components in the preparation of a coordinator of volunteers and aides in education. The skills to be learned are those that directly or indirectly contribute to an understanding of job requirements and implementation of the technical responsibilities involved.

The coordination of volunteers and aides is many-faceted, particularly where this focuses on learning mediation in reading and arithmetic. It comprehends an overall knowledge of the school's organization, policies and procedures; the kinds of information and forms required for record keeping, and human relations skills on a variety of levels. The work situation entirely is a people-to-people one in which effective communication is an essential tool.

Although not supervisory in function the kinds of service rendered by a coordinator is mid-way between those given to the volunteer and aides and those expected by the administrative-supervisory staff. This calls for keen perception and insight, sensitivity to human needs, sound judgment and continuous flexibility in making both program and personal adjustments. The training course has an obligation, therefore, to stimulate the trainees to breadth in point of view, as well as in development of competence in job performance.

B. METHODOLOGY

A variety of methods are to be employed. There are two significant reasons for varying the methods: 1) the trainees are thirty different individuals who may learn more efficiently from one method than another, and 2) reinforcement of learning by utilizing different forms of presentation of content material.

The following list details the methods to be used in order of the frequency with which they are planned as the learning vehicle in this course:

- Individual supervised practice
- Group experience activities
- Discussions
- Illustrated tasks
- Demonstrations
- Field trips
- Workshops
- Films and film strips
- Records and tapes
- Video
- Group and individual counseling
- Lectures

Activity assignments will take precedence over written assignments as specified in the behavioral objectives.

C. MATERIALS

No text, as such, is being used. Instead booklets, pamphlets, "how to do" manuals, and audio-visual media are planned to accompany each unit in the training program. A notebook is to be kept current for each unit by the trainee.

Additional instructional materials consist of a one or two page explanation of each major topic listed in the course. These are simple definitions, illustrations and applications of the main theme. They are supplied as lead sheets to stimulate discussions and to extend the trainees' thinking in practical directions.

Guideline question sheets have been developed to accompany the viewing of video presentations and listening to records and tapes.

D. Evaluation

A detailed plan for evaluation of Project VOICE was initiated at the beginning. An outside agency selected for that purpose was involved in the planning sessions for the training program. Evaluation is to run concurrently with the training in order to provide "feedback" on any changes that may strengthen the coordinators' program experiences.

The principle to be followed is that evaluation as a functioning component of this Project will provide an objective, on-going look at all aspects of the program. Such information is a sound base from which training can be best directed. The goals are learning achievement, acquisition of certain technical skills for a new occupation, and productivity in the enrichment of human behavior and human relationships. Much of the progress or non-progress made can be assessed if appropriate evaluative instruments, techniques and analyses are utilized to measure the outcomes stated in the training program's behavioral objectives.

Check lists, questionnaires, and interviews will be used with trainees, staff and administration of cooperating agencies, as well as sample observations made of training sessions and field practice. Periodic evaluations data are to be shared with the staff for program improvement. A full evaluative study will be prepared and distributed at the close of Project VOICE.

PROJECT

V O I C E

Voluntary Opportunities for Inspiring
Coordinators in Education

Washington Technical Institute
September 28 - December 21, 1970

IV

Project VOICE
DRAFT OF TRAINING PROGRAM

<u>Class at WTI</u>		<u>Hours Required</u>	
<u>Dates</u>	<u>Time</u>	<u>Hours</u>	<u>Total 66</u>
September 28, 29, 30 & October 1, 2	9:00 a.m. - 1:00 p.m.	4 per date	20
October 12, 19, 26	9:00 a.m. - 1:00 p.m.	4 per date	12
November 2, 9, 16, 23	9:00 a.m. - 1:00 p.m.	4 per date	16
December 7, 14, 17, 21	9:00 a.m. - 1:00 p.m.	4 per date	16
December 22	10:00 a.m. - 1:00 p.m.	2 per date	2
TOTAL			66
Supervised Field Practice	9:00 a.m. - 12 noon		66 hours
October 5, 6, 7, 13, 14, 15, 21, 22, 27, 28	3 hours per date		
November 2, 4, 5, 10, 12, 17, 18, 24, 25, 30			
December 8, 9			
GRAND TOTAL			132

V

COORDINATORS OF SCHOOL VOLUNTEERS
TRAINING PROGRAM
(with emphasis on reading)

COURSE TOPICAL OUTLINE

UNIT I Orientation to Training Program

1. Scope and Objectives of Project VOICE
2. Goals and Organization of Public Education
 - a. National
 - b. Local
3. Recruitment Programs
 - a. Resources
 - b. Techniques
4. Interviewing Skills (role playing)

UNIT II Human Relations and Self-Image

1. Problems and Practices
2. Transactional Analysis (demonstration)
3. Coordinator Relationship Skills

UNIT III Orientation of School Volunteers and Aides

1. School Policies and Programs
2. School Procedures and Assignments

UNIT IV School-Community Relations

- | | |
|-----------------------|------------------------|
| 1. School Personnel | 3. Family Contacts |
| 2. Student Population | 4. Records and Reports |

UNIT V Reading Media and Technique

1. Workshop
 - a. Demonstrations
 - b. Practices
2. Volunteers' Role in Reading (video presentation)

UNIT VI Reading Programs

1. Project Read (field trip to Seaton School)
 - a. Explanation
 - b. Observation
2. Other Reading Programs in Model School Division

UNIT VII Reading Plans and Skills

1. Overview of "A Possible Reality" (The Clark Plan)
2. The System of Structuring in the Teaching of Reading
 - a. Presentation
 - b. Demonstration
3. Dimension
 - a. Presentation
 - b. Demonstration

UNIT VIII Study Skills

1. Methods and Materials
2. Demonstrations
3. Guidelines (records)

UNIT IX Communication Skills

1. Listening
 - a. Theory
 - b. Practice
 - (1) Taped exercises
 - (2) Voice recording
2. Speech Improvement and Correction

UNIT X Problem Solving Skills

1. Mathematics
2. Language Arts

UNIT XI Creative Activity Skills

1. Writing, Literature, Poetry
2. Innovative Teaching
3. Art, Music, Plays
4. "Sesame Street"

UNIT XII Environmental Design for Learning

1. Field Trip to Smithsonian Institute
 - a. Lecture
 - b. Tour
2. Discussion

VII

- UNIT XIII Mental Health in Schools, Part I
1. Lecture - "Definition and Applications"
 2. Drug Use and Prevention (film) - "Distant Drums"
- UNIT XIV Mental Health in Schools, Part II
1. Lecture: Conflict Adjustment
 2. "Children Without" (Film)
- UNIT XV Books and Related Resources
1. Public Library Services (field trip)
 2. Story Telling Techniques
- UNIT XVI Job Counseling
1. Overview of Para-Professional Positions in Schools
 2. Job-getting Skills
 3. Vocational Guidance
 - a. Small group counseling
 - b. Individual counseling

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VOICE FIELD PRACTICE OBSERVATION REPORT

Date _____ School _____

Name of Coordinator-trainee _____

Persons contacted at the school _____

Number Volunteers _____ Number School Aides _____

Coordinator-trainee's Assignment:

Coordinator-trainee's reactions to assignment:

Coordinator-trainees Suggestions:

Observer's Action:

Observer's Recommendation:

Signed: _____
VOICE Staff

PROJECT VOICE TRAINING PROGRAM
for
COORDINATORS OF VOLUNTEERS AND AIDES
in
EDUCATION

2nd Quarter 1970-71

BASIC EDUCATIONAL TUTORING: MATHEMATICS AND READING
COURSE No. EDTC 271

GENERAL PURPOSE:

This course develops basic tutoring skills for volunteers as well as methods that coordinators may use in schools to train volunteers. The course is primarily designed to develop tutorial basic skills in the subjects of mathematics and reading for volunteer tutors. The course gives functional practice in applying the basic methods and techniques of tutoring in these two content areas. Lecture material, demonstrations, classroom discussion and actual tutorial work with students in the classroom under supervision of specialists are integral aspects of this course.



MEMORANDUM

RESEARCH AND DEVELOPMENT

Project VOICE
WASHINGTON TECHNICAL INSTITUTE

TO : Coordinator-Trainees

DATE: January 18, 1971

FROM : Project VOICE

SUBJECT: AMENDED Training Schedule - Phase II - 2nd Quarter
January 4 - March 17, 1971

	MONDAY ^{1/}	TUESDAY ^{2/}	WEDNESDAY ^{3/}	THURSDAY	Total Hours Per Week
JANUARY 1971	4 11 18 25	5 12 19 26	6 13 20 27		12 12 12 12
FEBRUARY 1971	1 8 *H 22	2 9 16 23	3 10 17 24	*18	12 12 12 12
MARCH 1971	1 8 15	2 9 **16	3 10 ***17		12 12 12
3/ Saturday, February 27, 1971 = Area Workshop at WTI					132 hours

- 1/ Monday classes (with exception of *H=Holiday) will be held as the training program at Macfarland Junior High School, Iowa Avenue and Varnum Streets, N.W. *18 = Thursday, February 18 which is the make-up date for the Holiday.
- 2/ Tuesday and Wednesday are Supervised Field Practice dates. Dates which the coordinator-trainees actively work in their respective buildings (see attached form).
- * = Holiday and the respective make-up class date.
- **= Date for Field trip, two hours allowed.
- ***= Date for two hour Awards Program.
- 3/ Washington Metropolitan Area Workshop for School Administrators Cooperating with Project VOICE - four hours

TRAINING PROGRAM IN READING FOR COORDINATORS OF VOLUNTEERS

Purpose:

1. Teach coordinators to tutor students
2. Teach coordinators to guide volunteer tutors

This course is oriented to volunteers who have some degree of knowledge in the field of reading. It is believed that the best approach will be functional for implementing pragmatic methods of assisting coordinators in the dual purpose of both tutoring students and guiding volunteer tutors. Class instruction will be distributed by a proportion, as yet to be determined, among lecture, demonstration, discussion and some type of experimental "reading problems" with group interaction.

TOPICAL OUTLINE

- I. The history and definition of reading
 - II. Methods of teaching reading
 - a. Theories
 - b. Graded materials
 - III. Multi-sensory media
 - a. visual
 - b. auditory
 - c. tactile
 - IV. Definition and causes of reading disabilities
 - V. Behavioral management factors
 - a. psychological
 - b. social
 - c. emotional
 - VI. Individualizing reading instruction
 - VII. Problems and case histories in individual reading disabilities
 - VIII. Formal and informal testing
 - IX. Supplementing the classroom reading program
 - a. selection of materials
 - X. Guiding volunteer tutors
 - a. co-ordination of volunteer reading services
- Note: The sequence of presentation may vary according to circumstances.

PROJECT VOICE

Training Program Schedule:

MONDAYS

9:00 - 9:50 a.m.	Lectures and demonstrations on "How to Tutor Students in Reading"
10:00 - 10:40 a.m.	Supervised practice in tutoring students in reading
10:40 - 11:00 a.m.	Reading Clinic (Problem discussion)
11:00 - 11:40 a.m.	Lectures and demonstrations on "How to Tutor Students in Basic Math"
11:40 - 12:30 p.m.	Supervised practice in tutoring students in Basic Mathematics
12:30 - 1:00 p.m.	Basic Mathematics Clinic (problem discussion)

TUESDAYS & WEDNESDAYS

9:00 a.m. - 1:00 p.m.	Field assignment of coordinator-trainees in public schools and at Washington Technical Institute
-----------------------	--

TEXT: Strang, McCullough Traxler. The Improvement of Reading, 4th. Ed.,
McGraw-Hill, New York, 1967.

TUTORIAL EVALUATION SHEET

Trainees:

You are to complete this evaluation sheet at your first meeting with your tutorial student. Please remember that even though this information is essential in order to work with the student, you should establish a personal and friendly relationship with the student on your initial contact.

Name of Student _____ Age _____ Birth Date _____

Grade _____ Section _____ Referring teacher's name _____

- A. Functional Reading Grade Level (the grade level at which the student can read independently) _____
- B. Referring statement of reading problems _____

- C. Behavioral problems (if any) in classroom. (aggressive, withdrawn, etc.)

- D. Attitude toward tutoring. (cooperative, uncooperative, indifferent, etc.)

- E. Physical description. (physical problems that may influence reading, squinting, speech, coordination, etc.)

- F. What do you think are some of the reading problems involved?
1. Phonics
Vowels _____
Consonants _____
Consonant blends _____
Other (describe) _____

2. Syllabication _____
 3. Word Recognition (sight words) _____
 4. Comprehension and interpretation _____
 - a. Factual questions _____
 - b. Inference questions _____
 - c. Following directions _____
 5. Attack (word structure, roots, prefixes, suffixes) _____
- G. Student's Standardized Test Score in Reading (if available). Get this from the counselor or teacher. _____
- State Name of Test _____ Date Administered _____
- H. State briefly what you noted about the student's social history:
1. Family
 2. Extra-curricular activities
 3. Leisure time activities, hobbies
 4. Work experiences (if any)
 5. Personal problems (if any)
 6. Behavior control

PROJECT VOICE TRAINING PROGRAM
for
COORDINATORS OF VOLUNTEERS AND AIDES
in
EDUCATION

PHASE II

Dr. Rose
Basic Educational Tutoring
Course No. EDTC 271
Reading Section
Final Examination
3/16/71 9-11 a.m. Monday

NAME: _____

PART I - TAKE HOME ESSAY EXAMINATION
(Textbook Assignment)

1. Discuss the methods of appraisal. List the methods and some of the important aspects of each method. (Chapter 4)
2. List and define briefly the basic reading skills, the areas of basic reading skills and the teaching of reading. (Chapter 6).
3. List and define the special groups of reading problems. BE BRIEF. (Part IV)
4. As a coordinator-trainee in a volunteer tutoring program in reading, how would you coordinate a volunteer reading program for tutors with school personnel?

Final Examination
Course No. EDTC 271
Reading Section

NAME: _____

PART II - ESSAY QUESTIONS

Many problems occur with tutees during a tutoring session. Listed below are some of the problem areas. Please tell how you would handle each problem area in a brief manner. You may use reverse side, if necessary.

- A. A tutee misbehaves and acts out in a maladjusted behavioral pattern during the tutoring session. He begins to fight with another tutee. How would you handle this problem?
- B. A teacher does not send her tutees to the tutorial program on time. How would you solve this problem?
- C. A tutor is assigned a tutee who is hostile, uncooperative and withdrawn. What would be the best thing to do to involve the tutee in reading?
- D. The tutee goes back to the classroom and makes a complaint against the tutor. How would you as the coordinator handle the situation?
- E. In what way do you think a volunteer tutorial program in reading can best help a pupil with reading problems?

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PROJECT VOICE

BASIC MATHEMATICS FOR TRAINEE-COORDINATORS

The tutor in mathematics must be able to determine the specific areas in which the pupil is having difficulty before he begins to reteach. In addition, the tutor should know what the pupil "thinks" he has learned.

Emphasis in this course will be placed on (1) locating general areas in which pupils have difficulty, (2) simplifying procedures used in re-teaching, and (3) accumulating a variety of activities and approaches for reteaching. Special problems encountered by tutors will be considered, also.

COURSE OBJECTIVES

1. The student will perform computations with whole numbers
2. The student will perform the fundamental operations with fractions
3. The student will demonstrate that he can perform computations with decimals
4. The student will solve problems involving percentages
5. The student will perform operations with denominate numbers
6. The student will determine squares, square roots, cubes, and cube roots

PROJECT VOICE

BASIC MATHEMATICS FOR TRAINEE-COORDINATORS

UNIT I. The New Approach in Mathematics Teaching

- A. Point of View
- B. Set of Whole Numbers
- C. The Number Line
- D. Operations on the Set of Whole Numbers
 - 1. Ordered Pairs
 - 2. Primary and Secondary Operations
- E. Activities

UNIT II. Numeration Systems

- A. Meaning of Base
- B. Base and Place Value in Base Ten
- C. Expanded Notation
- D. Regrouping
- E. Read and Write Numerals
- F. Other Bases
 - 1. Five
 - 2. Four
- G. Activities

UNIT III. Operations with Whole Numbers

- A. Properties Used
- B. Algorithms
 - 1. Addition
 - 2. Subtraction
 - 3. Multiplication
 - 4. Division
- C. Factors
- D. Multiples
- E. Problem Solving and Mathematical Sentences
- F. Special Problems
 - 1. Applied Mathematics
 - 2. Other

Basic Mathematics for Trainee-Coordinaors (Cont'd)

UNIT IV.

Operations with Rational Numbers

A. Common Fractions

1. Meaning
2. Ordering of Fractions
3. Change Whole and Mixed Numbers to Fraction Form; and Conversely
4. Change Fraction to an Equivalent Form
5. Multiplication
6. Division
7. Addition
8. Subtraction
9. Activities

B. Decimal Fractions

1. Meaning
2. Read, Write and Interpret Decimal Fractions
3. Convert Common Fractions to Decimal Fractions and conversely
4. Addition and Subtraction
5. Multiplication
6. Division
7. Activities

C. Percentage

1. Meaning
2. Convert Decimal and Common Fractions to Percent, and conversely
3. Find Missing Factor in Percentage Problem
4. Solve Problems Involving Percentages

D. Special Problems

1. Applied Mathematics
2. Other

E. Activities

UNIT V.

Denominate Numbers

- A. Find Equivalents in Terms of Standard Units of Measure
- B. Compute with Denominate Numbers
- C. Activities

Basic Mathematics for Trainee-Coordinaors (Cont'd)

UNIT VI. Geometric Concepts

- A. Non-metric
- B. Metric
- C. Special Problems
 - 1. Applied Mathematics
 - 2. Other

UNIT VII. Graphs and Statistics

- A. Arrange and Tally Data
- B. Determine Mean, Median, and Mode of Given Data
- C. Interpret Graphs
- D. Construct Graphs
- E. Special Problems

UNIT VIII. Special Problems

- A. Applied Mathematics
- B. Other

BASIC MATHEMATICS

References

Note: No basic text is being used. Reference books, booklets, pamphlets and other materials will be provided as the course progresses. The following general references are suggested:

Seaton E. Smith, Jr. Explorations in Elementary Mathematics,
Prentice-Hall, Inc. 1966

Donavan A. Johnson. Games for Learning Mathematics,
Publisher: J. Weston Walch

Virginia B. Warren. Tested Ways to Help Your Child Learn,
Prentice-Hall, Inc. 1962, pp. 55-70

Free pamphlet: Glossary: Mathematical Terms (A service report
for schools) Webster Publishing Co., 1963